

# Home Economics (Child Development)

OCR GCSE in Home Economics (Child Development) J441

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# Contents

<b>1</b>	<b>About this Qualification</b>	<b>4</b>
1.1	GCSE (Full Course)	4
1.2	Qualification Title and Levels	4
1.3	Aims and Learning Outcomes	5
1.4	Prior Learning/Attainment	5
<b>2</b>	<b>Summary of Content</b>	<b>6</b>
<b>3</b>	<b>Content</b>	<b>7</b>
3.1	Specification Content	7
<b>4</b>	<b>Schemes of Assessment</b>	<b>11</b>
4.1	GCSE Scheme of Assessment	11
4.2	Entry Options	11
4.3	Tiers	11
4.4	Assessment Availability	12
4.5	Assessment Objectives	12
4.6	Quality of Written Communication	13
<b>5</b>	<b>Controlled Assessment</b>	<b>14</b>
5.1	The controlled assessment units	14
5.2	Task setting	14
5.3	Task taking	15
5.4	Task marking	17
5.5	Minimum Requirements for Controlled Assessment	19
<b>6</b>	<b>Technical Information</b>	<b>20</b>
6.1	Making Unit Entries	20
6.2	Terminal Rules	20
6.3	Unit and Qualification Re-sits	21
6.4	Making Qualification Entries	21
6.5	Grading	21
6.6	Result Enquiries and Appeals	22
6.7	Shelf-Life of Units	22
6.8	Guided Learning Hours	22
6.9	Code of Practice/Subject Criteria/Common Criteria Requirements	22
6.10	Prohibited Qualifications and Classification Code	23
6.11	Disability Discrimination Act Information Relating to this Specification	23
6.12	Arrangements for Candidates with Particular Requirements	23
6.13	OCR Repository	24
<b>7</b>	<b>Other Specification Issues</b>	<b>25</b>
7.1	Overlap with other Qualifications	25
7.2	Progression from these Qualifications	25
7.3	Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues	25
7.4	Sustainable Development, Health and Safety Considerations and European Developments, consistent with international agreements	26

# Contents

7.5	Avoidance of Bias	26
7.6	Language	26
7.7	Key Skills	26
7.8	ICT	27
7.9	Citizenship	27

<b>Appendix A: Grade Descriptions</b>	<b>29</b>
<b>Appendix B: Controlled Assessment Teacher Guidance</b>	<b>30</b>
<b>Appendix C: Guidance for the Production of Electronic Controlled Assessment</b>	<b>34</b>

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# 1 About this Qualification

This booklet contains OCR's GCSE specification in Home Economics (Child Development) for teaching from September 2009.

GCSE specifications in Home Economics should encourage candidates to be inspired and motivated by following a broad, coherent, satisfying and worthwhile course of study. They should prepare candidates to make informed decisions about further learning opportunities and career choices.

The specification requires candidates to plan and carry out investigations. Candidates produce tasks in which they analyse issues, problems, identify, gather and record relevant information and evidence. Candidates will also analyse and evaluate evidence and make reasoned judgements and present conclusions. Candidates will develop knowledge and understanding of human needs within a diverse society and in the context of relevant technological and scientific developments.

It is designed to be co-teachable with the Entry Level Certificate in Child Development.

The specification focuses on Child Development from conception to the age of five and candidates will develop knowledge, understanding and skills in relation to the roles and responsibilities of the family, pre-conception, conception, pregnancy, birth and post-natal factors, diet and health in relation to young babies and children, stages and conditions of development and support available to the child and family.

## 1.1 GCSE (Full Course)

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From September 2009 the GCSE is made up of three mandatory units.

Unit B011: Child Development Short Tasks are internally assessed and externally moderated.

Candidates submit **three** short tasks and these form 30% of the total GCSE marks.

Unit B012: Child Study Task is internally assessed and externally moderated.

Candidates submit **one** task and this forms 30% of the total GCSE marks.

Unit B013: Principles of Child Development is externally assessed. This forms 40% of the total of GCSE marks. Questions will cover all aspects of the specification content.

## 1.2 Qualification Title and Levels

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This qualification is shown on a certificate as:

- OCR GCSE in Home Economics (Child Development)

This qualification is approved by the regulatory authorities (QCA, DCELLS and CCEA) as part of the National Qualifications Framework.

Candidates who gain Grades D to G will have achieved an award at Foundation Level 1 (Level 1 of the National Qualifications Framework).

Candidates who gain Grades A\* to C will have achieved an award at Intermediate Level 2 (Level 2 of the National Qualifications Framework).

## 1.3 Aims and Learning Outcomes

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GCSE specifications in home economics should encourage learners to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study.

They should prepare learners to make informed decisions about further learning opportunities and career choices.

GCSE specifications in home economics must enable learners to:

- actively engage in the processes of home economics to develop as effective and independent learners
- develop their knowledge and understanding of human needs within a diverse society
- develop their knowledge and understanding of relevant technological and scientific developments
- develop a critical and analytical approach to decision making and problem-solving in relation to the specified context
- examine issues that affect the quality of human life including an appreciation of diversity
- evaluate choices and decisions to develop as informed and discerning consumers.

## 1.4 Prior Learning/Attainment

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Candidates who are taking courses leading to this qualification at Key Stage 4 should normally have followed the corresponding Key Stage 3 Programme of Study within the National Curriculum.

Candidates entering this course should have achieved a general educational level equivalent to National Curriculum Level 3, or an Entry 3 at Entry Level within the National Qualifications Framework.

## 2 Summary of Content

### Unit B011: *Child Development Short Tasks*

- Candidates complete three short tasks all of which are set OCR tasks
  - All three tasks should demonstrate different practical skills and knowledge
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### Unit B012: *Child Study Task*

- Candidates complete one Child Study Task which will assess a variety of skills
  - Candidates will choose a set OCR theme as a basis for the study
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### Unit B013: *Principles of Child Development*

- Family and parenting
  - Preparation for pregnancy and birth
  - Physical Development
  - Nutrition and health
  - Intellectual, social and emotional development
  - Community support
-

# 3 Content

## 3.1 Specification Content

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### 3.1.1 Family and Parenting

- |                             |  |
|-----------------------------|--|
| Family structures in the UK | <ul style="list-style-type: none"><li>• To recognise the difference between, looked after children, nuclear, extended, single/lone parent, reconstituted/step, fostering and adoptive families, including family patterns in a diverse society</li><li>• Roles, responsibilities and values of the family</li><li>• Why there are changing patterns in parenting and family life</li><li>• The reasons why children may be in local authority care</li><li>• Changing roles within the family in a diverse society</li></ul> |
|-----------------------------|--|
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- |                                |  |
|--------------------------------|--|
| Pre conceptual health and care | <ul style="list-style-type: none"><li>• The wide range of factors which affect the decision to have children and the roles and responsibilities of parenthood</li><li>• To recognise and evaluate methods of contraception, their efficiency and reliability</li></ul> |
|--------------------------------|--|
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### 3.1.2 Preparation for pregnancy and birth

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|----------------------|--|
| Reproduction         | <ul style="list-style-type: none"><li>• The structure and function of male and female reproductive systems</li><li>• How fertilisation takes place, and the development of the embryo and foetus</li><li>• The problems of infertility eg. fallopian tube blockage, hormone imbalance and the possible solutions eg. <i>in-vitro</i> fertilisation (IVF)</li></ul> |
| Pregnancy            | <ul style="list-style-type: none"><li>• The diet of the mother to include nutritional needs during pregnancy and lactation</li><li>• Making choices for health and well being</li><li>• The roles of the different health professionals supporting the pregnant mother</li></ul>   |
| Ante-natal provision | <ul style="list-style-type: none"><li>• Routine checks carried out at an ante-natal clinic including scans</li><li>• Additional specialised screening tests</li><li>• To recognise the importance of ante-natal/parenting classes/role of the father</li></ul>   |
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Preparation for the birth of the new baby	<ul style="list-style-type: none"> <li>• To be aware of the choices available for delivery</li> <li>• The stages of labour and the methods of delivery to include pain relief</li> <li>• To recognise the need to prepare for the baby</li> <li>• The role of the father</li> </ul>
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Post-natal care	<ul style="list-style-type: none"> <li>• The post-natal needs of the family</li> <li>• The post-natal provision available for the mother and baby</li> </ul>
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### 3.1.3 Physical Development

New born baby	<ul style="list-style-type: none"> <li>• The characteristics of a new born baby</li> <li>• The needs of the new born baby</li> <li>• To identify the specific needs of the pre-term (premature) baby</li> </ul>
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Development norms	<ul style="list-style-type: none"> <li>• To identify the norms from birth to five years</li> <li>• How the baby develops physically from birth to 5 years</li> <li>• The development of fine and gross motor skills</li> </ul>
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Conditions for development	<ul style="list-style-type: none"> <li>• The selection of clothing and footwear for babies and children</li> <li>• The need for warmth, rest, sleep, exercise, fresh air, cleanliness, routine and the importance of the housing environment to the child</li> </ul>
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Safety	<ul style="list-style-type: none"> <li>• How to create a safe, child-friendly environment within the home and the garden/play areas</li> <li>• To be aware of the most common childhood accidents</li> <li>• The importance of road and car safety</li> <li>• How safety has become an issue due to diverse family lifestyles</li> </ul>
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### 3.1.4 Nutrition and Health

#### Nutrition and feeding

- To justify the choice between breast and bottle feeding
- How to introduce mixed feeding (weaning) and to experience the range of food products available
- How to encourage healthy attitudes to food and eating patterns in childhood
- The function and sources of the major nutrients in the diet eg. protein, fats, carbohydrates, vitamins and minerals
- The importance of healthy eating and its relationship to diet related illnesses
- The importance and application of hygienic practices related to food preparation within the home

#### Response to infection

- How to recognise signs of illness, when to seek treatment by a doctor and when emergency medical help should be sought
- How to recognise, prevent and manage common childhood ailments and diseases
- Immunisation and vaccination programmes
- How immunity to disease and infection can be acquired
- How to prepare a child for a stay in hospital
- The needs of a sick child to include their physical, social and emotional needs

### 3.1.5 Intellectual, Social and Emotional Development

#### Conditions for development

- The factors promoting development and appreciate the importance of environment, support, talking and listening to a child, stimulation, love, praise, security, encouragement, bonding, quality time, opportunity and play

#### Patterns of learning

- The stages of intellectual (cognitive) development to include communication and language, number skills, reading and writing
- The development of social skills to include independence and self esteem
- To appreciate the need for acceptable patterns of behaviour and approaches to discipline

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Learning through play

- The different types of play
- The benefits of play
- The development of the stages of play
- To select appropriate toys for different stages of development

### 3.1.6 Community Support

The child outside the family unit

- The need for day care provision
- To know the types of pre-school provision available, their regulation and control

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Community provision

- To be aware of the statutory services available for children and families
  - The voluntary services and self-help agencies available to children and families
  - The statutory services available to children and families for those with special/additional needs
  - The voluntary services available to children and families for those with special/additional needs
  - The effects of special/additional needs children on families
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# 4 Schemes of Assessment

## 4.1 GCSE Scheme of Assessment

### GCSE Home Economics (Child Development) (J441)

#### Unit B011: *Child Development: Short Tasks*

30% of the total GCSE marks  
Controlled Assessment  
60 marks (20 marks per task)

Candidates submit **three** short tasks chosen from a list of tasks provided by OCR.  
Two of the short tasks will assess the following skills:  
Planning, Practical Work and Evaluation.  
The third task will assess Investigation Skills.  
The three tasks should demonstrate **different** practical skills and knowledge.  
This unit is internally assessed and externally moderated.

#### Unit B012: *Child Study Task*

30% of the total GCSE marks  
Controlled Assessment  
60 marks

Candidates submit **one** Individual task chosen from a list of themes provided by OCR.  
The child study task will assess the following skills:  
Research, Selecting and Justifying Choices, Planning, Practical Work and Evaluation.  
This unit is internally assessed and externally moderated.

#### Unit B013: *Principles of Child Development*

40% of the total GCSE marks  
1 hr 30 minutes written paper  
80 marks

Candidates are required to answer five compulsory questions to include short answers, picture stimulus, data response, structured and free response formats.  
Questions will cover all aspects of the specification content.  
This unit is externally assessed.

## 4.2 Entry Options

GCSE candidates must be entered for all three units.

Candidates must be entered for certification to claim their overall GCSE qualification grade. All candidates should be entered under the following certification code:

OCR GCSE in Home Economics (Child Development) – J441.

## 4.3 Tiers

This scheme of assessment is untiered, covering all of the ability range grades from A\* to G. Candidates achieving less than the minimum mark for Grade G will be ungraded.

## 4.4 Assessment Availability

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There are two examination series each year, in January and June.

The first assessment will be in January 2010 for all three units.

From 2010 onwards all units will be assessed in January and June each year. This will offer centres flexibility so candidates can be entered for individual units in January or June ensuring that Centres comply with the terminal rule- (Section 6.2). Alternatively all units can be entered at the end of the course.

## 4.5 Assessment Objectives

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Candidates are expected to demonstrate the following in the context of the content described.

### AO1

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- Recall, select and communicate their knowledge and understanding of a range of contexts.

### AO2

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- Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.

### AO3

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- Analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions.

### AO weightings – GCSE

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The relationship between the components and the assessment objectives of the scheme of assessment is shown in the following grid.

Unit	% of GCSE			Total
	AO1	AO2	AO3	
Unit B011: <i>Child Development Short Tasks</i>	3%	18%	9%	30%
Unit B012: <i>Child Study Task</i>	3%	18%	9%	30%
Unit B013: <i>Principles of Child Development</i>	24%	14%	2%	40%
	30%	50%	20%	100%

## 4.6 Quality of Written Communication

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*Quality of written communication* is assessed in Units B012 and B013.

Candidates are expected to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- present information in a form that suits its purpose
- use a suitable structure and style of writing.

*Quality of Written Communication* is assessed in Unit B012 in the marking criteria for the Home Economics (Child Development) Child Study Task. It is also assessed in Unit B013 Principles of Child Development in the clearly defined levels of response for the essay-style question.

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# 5 Controlled Assessment

## 5.1 The controlled assessment units

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Units B011 and B012 have been designed to be internally assessed, applying the principles of controlled assessment. Controls are set within the assessments so that validity and reliability are ensured and the assessors can confidently authenticate the candidates' work. These controls take a variety of forms in each of the stages of the assessment process: task setting, task taking and task marking. Within each of these three stages there are different levels of control. This section sets out the overall OCR approach.

## 5.2 Task setting

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### 5.2.1 The OCR approach

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OCR will assume a high level of control in relation to the setting of tasks for Unit B011 and B012. A number of controlled assessment tasks will be available from OCR for Unit B011. Unit B012 provides the opportunity for candidates to choose a set OCR theme and to follow a structure to develop a task that best suits their own needs. These tasks have been designed to meet the full assessment requirements of the units.

### 5.2.2 Using controlled assessment tasks

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For unit B011 candidates submit **three** tasks for assessment from a number of tasks offered by OCR. One must be selected from the list of **investigative tasks** and two from the list of **practical tasks**. These tasks can be used with a minimum amount of adaptation or they can be adapted so that they allow the usage of local resources available to the centre.

For unit B012 candidates choose a set OCR theme to complete a structured task. This task may be personalised to be more relevant to the child being studied, the centres' own environment and targeted at their particular cohorts of candidates and facilities available to them.

Controlled assessment tasks may be adapted by centres in ways which will not put at risk the opportunity for candidates to meet the Assessment Criteria, including the chance to gain marks at the highest level. For unit B001 this may allow for little to be adapted other than cosmetic details eg the description on which a task is based. For unit B002 the medium in which the candidates are working will be a matter of choice. Each controlled assessment task will include a section which briefly specifies the type and degree of adaptation which is appropriate.

The same OCR controlled assessment task must NOT be used as the practice material and then as the actual live assessment material. Centres should devise their own practice material using the OCR specimen controlled assessment task as guidance.

## 5.3 Task taking

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### 5.3.1 The OCR approach

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For GCSE in Home Economics (Child Development) OCR will assume a medium level of control. The task taking parameters are outlined below.

### 5.3.2 Definitions of the controls

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(a) **Authenticity control:** Candidates will complete all work for assessment under informal teacher supervision. For GCSE in Home Economics (Child Development) it is acceptable for work to be undertaken outside the direct supervision of the teacher but the teacher must be able to authenticate the work and insist on acknowledgement and referencing of any sources used.

(b) **Feedback control:** Within GCSE in Home Economics (Child Development) OCR expects teachers to supervise and guide candidates who are undertaking work which is internally assessed. The degree of teacher guidance in candidates' work will vary according to the kinds of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgements and conclusions. When supervising tasks, teachers are expected to:

- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism;
- exercise continuing supervision of practical work to ensure essential compliance with Health and Safety requirements;
- ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

(c) **Time control:** The time limit available to candidates to complete the assessment task is as follows:

Unit B011	-	7 hours per task (1 hour planning, 4-5 hours for execution and 1 hour for evaluation)
Unit B012	-	22 hours for the task

Controlled assessed work should be completed within the time limit and supervised and marked by the teacher. Some of the work, by its very nature, may be undertaken outside the centre, e.g. research work, testing, observations etc. It is likely that using or applying this material will be undertaken under direct teacher supervision. With all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the candidate's own work and be able to authenticate it using the specified procedure.

(d) **Collaboration control:** Candidates must complete and/or evidence all work individually. With reference to collaboration control, all assessment evidence will be provided by the individual candidate. However, where group work is suggested as an alternative to individual work it is vital to be able to identify the individual contribution, perhaps by using personal log, peer assessment, teacher witness statements.

(e) **Resource control:** Access to resources will be limited to those appropriate to the task and as required by the unit. Candidates' access to resources is determined by the centre but use of the

internet must be restricted to relevant information to the task and must be correctly referenced within any work submitted. Candidates must produce their own work and not include complete downloaded documents from the internet.

### 5.3.3 Quality assuring the controls

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It is the responsibility of the Head of Centre to ensure that the controls set out in the specification and the individual units are imposed.

### 5.3.4 Completing the tasks

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It is recommended that evidence is produced in several sessions, each focussing on a specific task within the overall task or scenario. These may be interspersed with opportunities to learn sector knowledge and develop appropriate practical skills

Each candidate must produce individual and authentic evidence for each of the tasks. It is particularly important that candidates working in groups, where the unit allows this, should still produce individual evidence of their contribution to ongoing group work and any final realisation or outcome.

Centre staff may give support and guidance to candidates. This support and guidance should focus on checking that candidates understand what is expected of them. It is not acceptable for tutors to provide model answers or to work through answers in detail.

Candidates may use information from any relevant source to help them with producing evidence for the tasks unless there are any restrictions on any evidence or resources to be used, if this the case it will be clearly identified within the particular unit.

In general, candidates must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material directly used from a source is appropriately and rigorously referenced.

### 5.3.5 Presentation of work

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Candidates must observe certain procedures in the production of controlled assessments.

- Tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the report at the appropriate place.
- Any copied relevant material must be suitably acknowledged i.e. charts, graphs etc.
- Quotations must be clearly marked and a reference provided wherever possible.
- Work submitted for moderation or marking must be marked with the:

centre number  
centre name  
candidate number  
candidate name  
unit and component codes  
assignment title.

Work submitted on paper for moderation or marking must be secured by treasury tags.

Work submitted in digital format through the OCR Repository must be in a suitable file structure with each file clearly named with the unit code, centre number and candidate number. Please refer to Appendix C for more guidance on the production of electronic controlled assessment evidence.



## 5.4 Task marking

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### 5.4.1 The OCR approach

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For GCSE in Home Economics (Child Development) OCR will assume a medium level of control in relation to the marking of tasks. All controlled assessed units will be marked by the centre assessor(s) using awarding body marking grids and guidance and moderated by the OCR appointed moderator. For this GCSE in Home Economics (Child Development) external moderation will take the form of postal moderation or e-moderation where evidence in a digital format is required.

### 5.4.2 Applying the assessment criteria

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The starting point for marking the tasks is the Marking Grids within each unit. These contain levels of criteria for the skills, knowledge and understanding that the candidate is required to demonstrate.

### 5.4.3 Use of 'best fit' approach to marking grids

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The assessment task(s) for each unit should be marked by the teacher according to the given marking criteria within the relevant unit using a 'best fit' approach. For each of the assessment objectives/criteria, one of the three descriptors provided in the marking grid that most closely describes the quality of the work being marked should be selected.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

Teachers use their professional judgement in selecting the descriptor that best describes the work of the candidate.

To select the most appropriate mark within the descriptor, teachers should use the following guidance:

- where the candidate's work *convincingly* meets the statement, the highest mark should be awarded
- where the candidate's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded
- where the candidate's work *just* meets the statement, the lowest mark should be awarded.

Centres should use the full range of marks available to them; centres must award *full* marks in any band for work which fully meets that descriptor. This is work which is 'the best one could expect from candidates working at that level'. Where there are only two marks within a band the choice will be between work which, in most respects, meets the statement and work which just meets the statement. For wider mark bands the marks on either side of the middle mark(s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but **not** the highest or lowest mark in the band.

Only one mark per unit will be entered. The final mark for the candidate for each unit is out of a total of 60.

## 5.4.4 Authentication

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Teachers/course tutors must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the teacher/course tutor must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

Wherever possible, the teacher/course tutor should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for assessors to check authenticity of the work and provide general feedback.

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism, copying and collusion and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources. The rewards from acknowledging sources, and the credit they will gain from doing so, should be emphasised to candidates as well as the potential risks of failing to acknowledge such material.

**Please note:** Centres must confirm to OCR that the evidence produced by candidates is authentic. It is a requirement of the QCA Common Criteria for all Qualifications that proof of authentication is received by OCR.

## 5.4.5 Internal standardisation

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It is important that all internal assessors, working in the same subject area, work to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for Centres' own standardisation. In subsequent years, this, or Centres' own archive material, may be used. Centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

## 5.4.6 Moderation

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All work for units B011 and B012 is marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR after which moderation takes place in accordance with OCR procedures: refer to the OCR website for submission dates of the marks to OCR. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

The sample of work which is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria.

Each candidate's work should have a cover sheet attached to it with a summary of the marks awarded for each task. If the work is to be submitted in digital format this cover sheet should also be submitted electronically within each candidate's files.

## 5.5 Minimum Requirements for Controlled Assessment

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There should be clear evidence that work has been attempted and some work produced.

If a candidate submits no work for an internally assessed component, then the candidate should be indicated as being absent from that component on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed component, then the work should be assessed according to the internal assessment objectives and marking instructions and the appropriate mark awarded, which may be zero.

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## 6 Technical Information

### 6.1 Making Unit Entries

Please note that centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries. Centres must have made an entry for a unit in order for OCR to supply the appropriate forms and/or moderator details for controlled assessments.

**It is essential** that unit entry codes are quoted in all correspondence with OCR.

Unit entry code	Component code	Submission method	Unit titles
B011	/01	<i>Postal moderation</i>	Child Development Short Tasks
	/02	<i>OCR Repository</i>	
B012	/01	<i>Postal moderation</i>	Child Study Task
	/02	<i>OCR Repository</i>	
B013	-	-	Principles of Child Development

### 6.2 Terminal Rules

Candidates must take at least 40% of the assessment in the same series they enter for the full course GCSE qualification certification.

The 40% Terminal rule for GCSE Home Economics (Child Development) means the following combination of units have to be taken at the end of the 2 year GCSE course:

Either:

Unit B011 (30%) + Unit B 012 (30%) + B013 (40%) = 100% of the assessment

Or:

Unit B011 (30%) + Unit B012 (30%) = 60% of the assessment.

In this model unit B013 can be taken in earlier examination series, either in January or in June.

Or

Unit B013 (40%) = 40% of the assessment

In this model unit B011 and unit B012 can be taken in earlier examination series, either in January or in June.

## 6.3 Unit and Qualification Re-sits

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Candidates may re-sit each unit once before entering for certification for a GCSE.

Candidates may enter for the full qualification an unlimited number of times.

## 6.4 Making Qualification Entries

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Candidates must enter for qualification certification separately from unit assessment(s). If a certification entry is **not** made, no overall grade can be awarded.

Candidates may enter for:

- GCSE certification (entry code J441).

A candidate who has completed all the units required for the qualification must enter for certification in the same examination series in which the terminal rules are satisfied.

GCSE certification is available from June 2011.

## 6.5 Grading

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GCSE results are awarded on the scale A\*-G. Units are awarded a\* to g. Grades are awarded on certificates. However, results for candidates who fail to achieve the minimum grade (G or g) will be recorded as *unclassified* (U or u) and this is **not** certificated.

In unitised schemes candidates can take units across several different series provided the terminal rules are satisfied. They can also re-sit units or choose from optional units available. When working out candidates' overall grades OCR needs to be able to compare performance on the same unit in different series when different grade boundaries have been set, and between different units. OCR uses uniform marks to enable this to be done.

A candidate's uniform mark is calculated from the candidate's raw marks. The raw mark boundary marks are converted to the equivalent uniform mark boundary. Marks between grade boundaries are converted on a pro rata basis.

When unit results are issued, the candidate's unit grade and uniform mark are given. The uniform mark is shown out of the maximum uniform mark for the unit e.g. 41/60.

The specification is graded on a Uniform Mark Scale. The uniform mark thresholds for each of the assessments are shown below:

(GCSE) Unit Weighting	Maximum Unit Uniform Mark	Unit Grade								u
		a*	a	b	c	d	e	f	g	
30%	60	54	48	42	36	30	24	18	12	0
40%	80	72	64	56	48	40	32	24	16	0

Candidate's uniform marks for each module are aggregated and grades for the specification are generated on the following scale.

Qualification	Maximum uniform mark	Qualification Grade								
		A*	A	B	C	D	E	F	G	U
GCSE	200	180	160	140	120	100	80	60	40	0

## Awarding Grades

The written paper will have a weighting of 40% and controlled assessment a weighting of 60%.

A candidate's uniform mark for each paper will be combined with the uniform mark for the controlled assessment to give a total uniform mark for the specification. The candidate's grade will be determined by the total uniform mark.

## 6.6 Result Enquiries and Appeals

Under certain circumstances, a centre may wish to query the grade available to one or more candidates or to submit an appeal against an outcome of such an enquiry. Enquiries about unit results must be made immediately following the series in which the relevant unit was taken.

For procedures relating to enquires on results and appeals, centres should consult the *Administrative Guide for General Qualifications* and the document *Enquiries about Results and Appeals – Information and Guidance for Centres* produced by the Joint Council. Copies of the most recent editions of these papers can be obtained from OCR.

## 6.7 Shelf-Life of Units

Individual unit results, prior to certification of the qualification, have a shelf-life limited only by that of the qualification.

## 6.8 Guided Learning Hours

GCSE Home Economics (Child Development) requires 120-140 guided learning hours in total.

## 6.9 Code of Practice/Subject Criteria/Common Criteria Requirements

These specifications comply in all respects with the current *GCSE, GCE and AEA Code of Practice* as available from the QCA website, *The Statutory Regulation of External Qualifications 2004* and the subject criteria for GCSE Home Economics.

## 6.10 Prohibited Qualifications and Classification Code

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Candidates who enter for the OCR GCSE specifications may not also enter for any other GCSE specification with the certification title Home Economics (Child Development) in the same examination series.

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

The classification code for this specification is 3330.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Achievement and Attainment Tables.

## 6.11 Disability Discrimination Act Information Relating to this Specification

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GCSEs often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised GCSE qualifications and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and can do. For this reason, very few candidates will have a complete barrier to the assessment. Information on reasonable adjustments is found in *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council [www.jcq.org.uk](http://www.jcq.org.uk).

Candidates who are unable to access part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award based on the parts of the assessment they have taken.

Candidates with a visual impairment may find this subject difficult to access fully.

## 6.12 Arrangements for Candidates with Particular Requirements

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Candidates who are not disabled under the terms of the DDA may be eligible for access arrangements to enable them to demonstrate what they know and can do. Candidates who have been fully prepared for the assessment but who are ill at the time of the examination, or are too ill to take part of the assessment, may be eligible for special consideration. Centres should consult the *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations* produced by the Joint Council.

## 6.13 OCR Repository

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The OCR Repository allows centres to store controlled assessment electronically and to submit their moderation sample in electronic format.

The OCR GCSE Home Economics (Child Development) units B011 and B012 can be submitted electronically: please check section 6.1 page 22 for unit entries codes for the OCR Repository option.

More information on the OCR Repository can be found in Appendix C: Guidance for the Production of Electronic Controlled Assessment.

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# 7 Other Specification Issues

## 7.1 Overlap with other Qualifications

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There is a small degree of overlap between the content of these specifications and those for GCSE Health and Social Care particularly in Unit A911 Health, Social Care and Early provision relating to the Early Years for babies and children. Unit A912 Understanding Personal Development and Relationships relating to Infancy and Childhood and Unit A914 Safeguarding and Protecting Individuals relating to children.

## 7.2 Progression from these Qualifications

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GCSE qualifications are general qualifications which enable candidates to progress either directly to employment, or to proceed to further qualifications.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly Grades D to G at GCSE could either strengthen their base through further study of qualifications at Level 1 within the National Qualifications Framework or could proceed to Level 2. Candidates who are awarded mainly Grades A\* to C at GCSE would be well prepared for study at Level 3 within the National Qualifications Framework.

## 7.3 Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues

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These specifications offer opportunities which can contribute to an understanding of these issues in the following topics:

- Emotional Development: when exploring the range of factors which influence the emotional development of the child.
- Concept of equal opportunities: class discussion of entitlements of individuals and families to provision of services.
- Changing patterns of family life: candidates are exploring the diversity of family patterns in the U.K.
- Roles and responsibilities of parenthood: during interactive sessions with candidates to compare viewpoints.
- Stages of socialisation: when candidates are learning about the ways which a child develops social skills.
- Family structures in the U.K: when candidates are learning about the different types of family in society.

## 7.4 Sustainable Development, Health and Safety Considerations and European Developments, consistent with international agreements

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These specifications support these issues, consistent with current EU agreements, in the following topics:

- Conditions for development : class discussions about the importance of the child's environment as a key factor affecting developmental progress.
- Safety: survey /audit of safety hazards in the home or pre-school environment.
- Healthy eating and its relationship with diet related illnesses: using a nutritional database and analysing children's diets.

## 7.5 Avoidance of Bias

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OCR has taken great care in preparation of these specifications and assessment materials to avoid bias of any kind.

## 7.6 Language

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These specifications and associated assessment materials are in English only.

## 7.7 Key Skills

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This specification provides opportunities for the development of the Key Skills of *Communication, Application of Number, Information Technology, Working with Others, Improving Own Learning and Performance* and *Problem Solving* at Levels 1 and/or 2. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Levels 1 and/or 2 for each unit.

Unit	C		AoN		IT		WwO		IoLP		PS	
	1	2	1	2	1	2	1	2	1	2	1	2
B011	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
B012	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
B013	✓	✓	✓				✓	✓				

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)). A summary document for Key Skills Coordinators showing ways in which opportunities for Key Skills arise within GCSE courses has been published.

## 7.8 ICT

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In order to play a full part in modern society, candidates need to be confident and effective users of ICT. Where appropriate, candidates should be given opportunities to use ICT in order to further their study of Home Economics ( Child Development).

The assessment of this course requires candidates to:

Prepare internally assessed tasks and to use a variety of formats to present the tasks:

- when providing visual images of analysis for example flow diagram.
- when selecting , organising and presenting information collected from research.
- when preparing action plans and time plans for practical activities.

Use software to present data in an appropriate form:

- when producing recording sheets to collect evidence.
- when setting up tables/charts to record results of research.
- when using ICT to handle data for example the costs of children's clothing collected in a survey.

Use a research tool when seeking sources of information:

- when using a search engine to find relevant information.
- when using a database to calculate the nutritional value of a specific child's diet.

Use ICT to produce images:

- when presenting evidence from research in a variety of formats.
- when scanning images from other sources to use in the presentation of work.

## 7.9 Citizenship

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Since September 2002, the National Curriculum for England at Key Stage 4 has included a mandatory programme of study for Citizenship. Parts of this Programme of Study may be delivered through an appropriate treatment of other subjects.

This section offers guidance on opportunities for developing knowledge, skills and understanding of citizenship issues during the course.

Candidates may carry out tasks which require data to be collected from a number of different sources. There are a number of opportunities to research issues of this nature for example:

- Changing patterns in child rearing.
- Roles and responsibilities of parenthood.
- The availability of pre-school provision in the local area.
- Parental choice and responsibilities regarding immunisation and vaccination programmes.

As part of the learning process for this specification candidates may experience group and class discussions on a range of topics for example:

- Breast and bottle feeding.
- Approaches to discipline of young children.
- The role of voluntary services in supporting family structures.

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# Appendix A: Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

The grade descriptors have been produced by the regulatory authorities in collaboration with the awarding bodies.

## Grade F

Candidates recall, select and communicate knowledge and understanding of basic aspects of home economics.

They apply basic knowledge, understanding and skills to plan and carry out simple investigations and tasks, with an awareness of the need for safety and precision. They modify their approach in the light of progress.

They review their evidence and draw basic conclusions.

## Grade C

Candidates recall, select and communicate sound knowledge and understanding of aspects of home economics.

They apply suitable knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks, working safely and with precision.

They review the evidence available, analysing and evaluating some of the information clearly, and with some accuracy. They make judgements and draw appropriate conclusions.

## Grade A

Candidates recall, select and communicate detailed knowledge and thorough understanding of home economics.

They apply relevant knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks, working safely and with a high degree of precision.

They analyse and evaluate the evidence available, reviewing and adapting their methods when necessary. They present information clearly and accurately, making reasoned judgements and presenting substantiated conclusions.

# Appendix B: Controlled Assessment Teacher Guidance

## Unit B011 - Short Tasks

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Candidates should complete **three** Short Tasks.

**All tasks are OCR set and should be chosen from the list of OCR set Task Titles. One of the tasks must be chosen from the Investigative Task list and two tasks chosen from the practical task list.**

The Short Tasks submitted must demonstrate different skills and knowledge and should form an integral part of the course, arising from the Specification content.

### Guidance on the Assessment Criteria for the Short Tasks

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PLEASE NOTE:

Research skills will not be assessed and cannot be credited in the Short Tasks.

Sufficient work should be planned to ensure that candidates are able to demonstrate a range of skills (to include an appropriate outcome, this may include a practical activity or investigation) in each Short Task.

It is essential to annotate the work fully to support marks awarded.

### Planning the Task

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In this section of the Short Task candidates should demonstrate their ability to:

- Make and justify suitable choices in response to their Short Task Title.
- Produce accurate plans and identify suitable resources for implementing their choices for carrying out the task.
- Plan and produce (or select if appropriate to the task) methods for recording their results e.g. questionnaire, testing, comparison charts, costing etc.

### Practical Work

---

In this section of the Short Task candidates should demonstrate their ability to:

- Follow their plans making good use of the time available.
- Organise their resources effectively.
- Use equipment safely and independently.

- Demonstrate a range of skills which might include: ICT skills (producing a leaflet, use of graphic data), costing and comparisons/ testing.

## Outcomes

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In this section of the Short Task candidates should demonstrate their ability to:

- Produce one appropriate, well presented outcome linked to the area of study.
- Accurately carry out and record results of findings or other recording methods used.

## Evaluation

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In this section of the Short Task candidates should demonstrate their ability to:

- Show that they can identify strengths and weakness in all aspects of the Short Task.
- Suggest and/or justify improvements to their work.
- Draw conclusions from their work.

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## Unit B012 - Child Study Task

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Candidates submit **one** Child Study Task

The theme chosen must be from the set OCR themes. This will enable candidates to give clear reasons for choosing to research the theme and for developing a suitable Task Title. Candidates may need help in producing a manageable Task Title.

### Research

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In this section of the Child Study Task candidates should demonstrate their ability to:

- Choose a set OCR theme and produce a Task Title for research.
- Give clear reasons for choice of Task Title.
- Carry out secondary research on the development area chosen.
- Explore the child's background to find relevant information.
- Explain how the task will be carried out.

### Selecting Planning of Observations

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In this section of the Child Study Task candidates should demonstrate their ability to:

- Recommend possible ideas and activities that would be suitable for the age of the chosen child.
- Select and justify their ideas and activities.
- Consider suitable methods of carrying out observations.
- Select and justify methods chosen for the observations.
- Show a variety of methods to record the results of their observations.
- Produce a clear plan for the observations that they intend to carry out.

### Observations

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In this section of the Child Study candidates should demonstrate their ability to:

- Carry out the planned observations.
- Demonstrate a range of different methods of observations.
- Record results clearly and include ICT where appropriate.



## Outcomes

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In this section of the Child Study Task candidates should demonstrate their ability to:

- Review the observations undertaken.
- Show their understanding of the areas of development identified.
- Relate information gained to earlier research.
- Offer original thoughts and opinions about what they have observed.
- Explain how the child compares to the norms.
- Compare the child's progress with that of other children.

## Evaluation

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In this section of the Child Study Task candidates should demonstrate their ability to:

- Review all aspects of their work identifying strengths and weaknesses in each area of the Child Study task.
- Refer to and justify any changes they have made whilst carrying out their Child Study Task.
- Draw conclusions referring back to their Task Title. They should also include their own personal viewpoint about what they have learned from completing the Task.
- Recommend improvements to their work OR recommend further work that could be completed to develop their Child Study.
- Demonstrate their written communication skills (with few or no omissions or errors for higher level candidates).

# Appendix C: Guidance for the Production of Electronic Controlled Assessment

The Controlled Assessment in Unit B011 comprises three elements. For each candidate, the three elements together form a controlled assessment portfolio, stored electronically. The Controlled Assessment in Unit B012 comprises one task. Evidence for each unit must be stored separately.

## Structure for evidence

A Controlled Assessment portfolio is a collection of folders and files containing the candidate's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index, called 'Home Page.'

There should be a top level folder detailing the candidate's centre number, candidate number, surname and forename, together with the Unit code, so that the portfolio is clearly identified as the work of one candidate.

Each candidate's Controlled Assessment portfolio should be stored in a secure area on the centre network. Prior to submitting the Controlled Assessment portfolio to OCR, the centre should add a folder to the folder tree containing Controlled Assessment and summary forms.

## Data formats for evidence

In order to minimise software and hardware compatibility issues it will be necessary to save candidates' work using an appropriate file format. (Further information on this topic is provided in the separate OCR guidance on digital Controlled Assessment submissions).

Candidates must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. Where this is not available, the file format is not acceptable.

Electronic Controlled Assessment is designed to give candidates an opportunity to demonstrate what they know, understand and can do using current technology. Candidates do not gain marks for using more sophisticated formats or for using a range of formats. A candidate who chooses to use only digital photographs (as required by the specification) and word documents will not be disadvantaged by that choice.

Evidence submitted is likely to be in the form of word processed documents, PowerPoint presentations, digital photos and digital video.

To ensure compatibility, all files submitted must be in the formats listed below. Word processed documents or PowerPoint presentations must be converted to HTML or PDF formats before submission. OCR will not accept compressed (zipped) file formats. Where new formats become available that might be acceptable, OCR will provide further guidance.

It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the moderator and fully represent the evidence available for each candidate.

## Accepted File Formats

### Movie formats for digital video evidence

MPEG (\*.mpg)

QuickTime movie (\*.mov)

Macromedia Shockwave (\*.aam)

Macromedia Shockwave (\*.dcr)

Flash (\*.swf)

Windows Media File (\*.wmf)

MPEG Video Layer 4 (\*.mp4)

### Audio or sound formats

MPEG Audio Layer 3 (\*.mp3)

### Graphics formats including photographic evidence

JPEG (\*.jpg)

Graphics file (\*.pcx)

MS bitmap (\*.bmp)

GIF images (\*.gif)

### Animation formats

Macromedia Flash (\*.fla)

### Structured markup formats

HTML (\*.html, \*.htm)

XML (\*.xml)

CSS (\*.css)

XSL (\*.xsl/\*xslt)

### Text formats

PDF (.pdf)

Please consult OCR guidance on digital Controlled Assessment submissions for advice on compatibility of versions of these file formats.